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ABSTRACT

The difficulties facing teachers in the largest urban school districts in the United States are different from those in smaller districts. It is especially important to identify the success stories of teachers and students in demanding urban classrooms. Star teachers are those who are outstandingly successful in terms of student achievement and student, parent, and administrator attitudes. This volume explores the distinctive things that star teachers do and the ideology that undergirds their behavior. To a lesser degree, it analyzes the things that star teachers do not do. Star teachers are above all else decent people. They tend to be nonjudgmental and not moralistic. Star teachers listen and actually hear the things their students, students' parents, and the community have to say. They recognize the impact of their own feelings, and they try to overcome them. They do not see themselves as saviors of the schools, and they do not really expect schools to change very much. They see themselves as winning in their interactions with children, and they enjoy these interactions so much that they are willing to put up with the irrational demands of the school system. They derive all types of satisfaction and meet all kinds of needs by teaching children and youth in poverty, with the exception of the need for power. (SLD)

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